

SCHOOL OF EDUCATION
FORWARD PLANNING
DOCUMENT

SCHOOL: _____ YR: Five LEVEL: _____ TOPIC: Music

Weeks	Outcome Focus CF, SOS, Progress Maps Determined Outcomes	Links to:	Learning & Teaching Experiences/Content <u>What students are doing</u>	Resources <u>What they will use</u>	Assessment <i>How achievement will be judged</i> <i>How results will be recorded.</i>
Week One	CF: The Arts Outcomes 1 and 2		Task One <ol style="list-style-type: none"> Students will be exploring the basic fundamentals of music. They will watch an overview video on BrainPop. Students will then print off a series of worksheets attached to the Webquest on Notes and Symbols and complete the activities on the worksheets for their music resource folders. Students will then move on to creating their own puzzle using http://www.discoveryeducation.com/free-puzzlemaker about the new terms that they have learnt. Students have a choice of making a word sleuth, a crossword, a double puzzle, a cryptogram, or hidden message puzzle. Students will then present their work to the teacher on completion, and with approval, swap with a partner and complete each other's puzzle. Students will then move onto task two. 	BrainPop http://www.brainpop.com Arts and Music → Learning Music → Reading Music Video PuzzleMaker http://www.discoveryeducation.com/free-puzzlemaker	Work Sample: Success of Puzzle <ul style="list-style-type: none"> Type of Puzzle Questions/ Vocabulary used
Week Two	CF: The Arts Outcomes 1 and 2		Task Two <ol style="list-style-type: none"> Students will watch a video on rhythm and notes until they feel confident in the content explored. The song is very catchy so can be remembered easily. Students will then download the rhythm worksheets attached and read about rhythm patterns. 	Youtube http://www.youtube.com/watch?v=GcytNP4dMGo http://www.youtube.com/watch?v=ggqWlzq1620	Post It Notes:

Teacher Reflection: Identify what are the most and least effective changes you would make in future.

Self Evaluation:

Marsh, C. (2010). *Becoming a Teacher: Knowledge, Skills and Issues* (3rd ed.). Australia: Pearson Education

Were the objectives of my lessons portrayed appropriately?
Did the lessons motivate my students in the introductory stages?
Were all stages of my lesson successful?
Were the resources used appropriate?
Were the activities undertaken by the students successful?
Was my questioning clear? Did my students respond actively to the questions?

Student Evaluation:

Marsh, C. (2010). *Becoming a Teacher: Knowledge, Skills and Issues* (3rd ed.). Australia: Pearson Education

How did my students react to the lessons?
Were they positively motivated to participate?
Which activities worked and which didn't? Why?
Did I get across the key teaching points?
Did the lesson provide positive relationships between me and the students?
Did the lesson promote good student behaviour?